



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## BOOK REVIEWS

---

*The Learning Process.* By S. S. COLVIN. New York: Macmillan, 1911.  
Pp. xxv+336.

The scope of this book is broader than might be inferred from the title. It is, in fact, a textbook upon educational psychology. The general standpoint of the author is indicated by the title. The book is not, however, a discussion of the learning process in so far as the learning process means specifically the acquirement of knowledge or skill. It includes these forms of development, but also includes a general analysis of the psychological processes which are usually treated in introductory psychology. The appropriateness of the title lies in the fact that the point of view from which the various topics are treated is the functional point of view. The mental life, that is, is treated as a means to the adaptation of the individual to the conditions of his life, and this adaptation may be spoken of as learning in its broadest sense.

The book may, then, be regarded as educational, first, because it deals with mental processes from the functional standpoint. In the second place, there are in the course of the discussion frequent references to the application of the principles evolved to the teaching and the learning processes. There is also considerable reference to the development of the various functions in the child, which further adapts the treatment to the needs of education.

We may say that the book is a general psychology rewritten in such a way as to make it applicable to education. The order and selection of topics are the same as those which would be found in a general textbook of psychology. For example, in the early chapters occur the topics reflex action, instinct and habit, sensation and perception. These are followed by chapters upon imagination, memory, association, attention and interest, and the higher thought-processes. Interspersed among these chapters are chapters in which the special application of the matter which is treated in a more theoretical way in the previous chapters is made to education. The fact that the book is in the main the conventional type above described is further shown by the absence of material which has been developed recently, based upon the experimental analysis of school subjects—such material, for example, as is found in the works on experimental education by Meumann and Rusk. Such material unquestionably must be incorporated into a textbook upon educational psychology if it is not in fact made the basis of such a treatment.

Although the *Learning Process* does not, then, make a very radical departure from the traditional text of educational psychology, nevertheless it gives much material which is of value to the teacher. The author has evidently had contact with educational problems and uses frequent illustrations from the schoolroom to make clear the principles which he is describing. In the more general processes, such as habit, memory, learning in the narrow sense of the acquisition of skill, and the transfer of training and of fatigue, the discussion is of the sort which is needed in an educational psychology. The treatment of some of the other psychological processes, such as perception, imagination, association, etc., is rather too general and far removed from the actual problems of education best to fulfil the needs of an educational psychology.

The book, however, will be tried with a good deal of interest since it goes farther than previous texts in the field, and is in some respects the most satisfactory attempt to cover the new field of educational psychology which has yet been made. The book is adapted for use with classes in normal schools or colleges who have had no psychology and who are taking a beginning course in educational psychology.

FRANK N. FREEMAN

UNIVERSITY OF CHICAGO

---

*A Report on Vocational Training in Chicago and in Other Cities.* By GEORGE H. MEAD, ERNEST A. WREIDT, WILLIAM J. BOGAN, Subcommittee of the Committee on Public Education, 1910-11, of the City Club of Chicago. Published by the City Club of Chicago, 1912. Pp. xiii+315.

This report consists of four sections. In the first section the recommendations which the committee has to make as a result of its investigations are set forth in detail. In the second section a large body of information about schools is presented. The first chapters of this section show the extent of retardation and elimination and the waste suffered by the individual and by society through a failure of the ordinary school to provide for children from fourteen to sixteen years of age. The next chapters present a study of the attitude of organized labor toward the whole matter of industrial education. Then follow a number of chapters describing the efforts which are being made in Chicago and in other cities to develop school agencies which can meet the demand for improved industrial training of children. The reports on schools are based on visitations made by one of the members of the committee and are very comprehensive, including all the typical industrial schools and classes in this country.

Part three reports the facts regarding business colleges and commercial schools. Curiously enough the business colleges have grown up and flourished in this country altogether out of relation to the trade schools. In Germany the trade school came first and the commercial course grew up as a departmental course within the trade school. In America the wages commanded by those who are trained to do clerical work furnished a practical motive for the private organization of commercial courses long before any system of industrial education was seriously considered. The fact that this report deals with the commercial schools distinguishes it from the ordinary reports of commissions on industrial education. Most of the reports on industrial education have reviewed the industrial schools as does the second section of this report, but few refer to the problem presented by the business colleges and commercial schools.

The fourth section of the report gives the results of a series of tests in which boys who left school to go to work as soon as the law permitted, regardless of their advancement in the grades, are investigated with reference to their ability to solve simple problems in arithmetic, with reference to their ability to understand and write simple English, and with reference to their knowledge on simple matters of civil government and history. These tests show that such boys are very deficient in all lines in which they were tested. The significance of these results is very great. The work done in the schools evidently does not carry over into life, and life of the ordinary type does not stimulate mental activity of the kind cultivated in the school.

The large body of convincing information which the report contains will do much to promote interest in the development of industrial education. The first section of the report will do much to help direct this interest into the right channel. There